

Williams Memorial Elementary

290 South Metts Street

St. George, SC 29477

Grades	PK-5 Elementary School	
Enrollment	590 Students	
Principal	Charles Kirtley	843-563-3231
Superintendent	D. Renee Mathews	843-563-4535
Board Chair	Dr. James Hodges	843-563-9057

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	53	22	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Good	No
2005	Average	Below Average	No

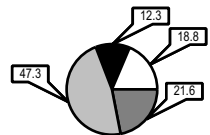
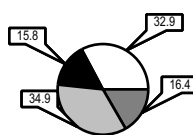
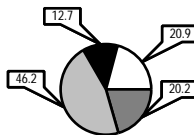
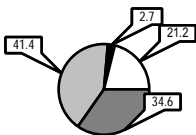
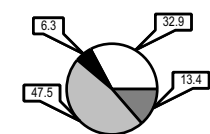
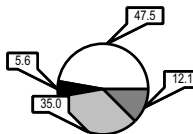
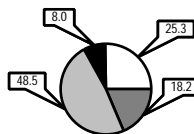
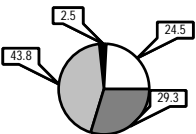
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	313	99.7	21.8	41.2	34.4	2.7	48.3	Yes	Yes
Gender									
Male	171	100.0	27.8	40.1	28.4	3.7	42.0		
Female	142	99.3	14.4	42.4	41.7	1.5	56.1		
Racial/Ethnic Group									
White	105	100.0	9.4	37.5	46.9	6.3	66.7	Yes	Yes
African American	199	99.5	28.8	43.5	26.7	1.0	38.2	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	258	99.6	17.4	41.5	37.8	3.3	55.6		
Disabled	55	100.0	41.5	39.6	18.9	0.0	15.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	313	99.7	21.8	41.2	34.4	2.7	48.3		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	99.7	21.8	41.0	34.5	2.7	48.1		
Socio-Economic Status									
Subsidized meals	230	99.6	25.8	45.6	27.2	1.4	40.1	Yes	Yes
Full-pay meals	83	100.0	10.4	28.6	54.5	6.5	71.4		

Mathematics – State Performance Objective = 36.7%									
All Students	313	99.7	21.4	45.9	20.1	12.6	48.6	Yes	Yes
Gender									
Male	171	100.0	24.7	46.3	17.9	11.1	45.7		
Female	142	99.3	17.4	45.5	22.7	14.4	52.3		
Racial/Ethnic Group									
White	105	100.0	11.5	29.2	34.4	25.0	72.9	Yes	Yes
African American	199	99.5	27.2	53.9	13.1	5.8	35.6	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	258	99.6	14.5	47.7	22.4	15.4	55.2		
Disabled	55	100.0	52.8	37.7	9.4	0.0	18.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	313	99.7	21.4	45.9	20.1	12.6	48.6		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	99.7	21.5	45.7	20.1	12.6	48.5		
Socio-Economic Status									
Subsidized meals	230	99.6	26.3	48.8	17.5	7.4	41.5	Yes	Yes
Full-pay meals	83	100.0	7.8	37.7	27.3	27.3	68.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	313	99.7	33.3	34.7	16.3	15.6	32.0
Gender							
Male	171	100.0	35.8	35.2	15.4	13.6	29.0
Female	142	99.3	30.3	34.1	17.4	18.2	35.6
Racial/Ethnic Group							
White	105	100.0	17.7	29.2	21.9	31.3	53.1
African American	199	99.5	42.4	37.2	13.1	7.3	20.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	258	99.6	24.5	36.9	19.9	18.7	38.6
Disabled	55	100.0	73.6	24.5	0.0	1.9	1.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	313	99.7	33.3	34.7	16.3	15.6	32.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	99.7	33.4	34.5	16.4	15.7	32.1
Socio-Economic Status							
Subsidized meals	230	99.6	38.7	37.3	12.9	11.1	24.0
Full-pay meals	83	100.0	18.2	27.3	26.0	28.6	54.5

Social Studies							
All Students	313	99.0	18.8	47.3	21.6	12.3	33.9
Gender							
Male	171	98.8	23.1	44.4	22.5	10.0	32.5
Female	142	99.3	13.6	50.8	20.5	15.2	35.6
Racial/Ethnic Group							
White	105	100.0	10.4	36.5	29.2	24.0	53.1
African American	199	98.5	23.8	52.9	17.5	5.8	23.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	258	99.6	10.8	49.0	25.7	14.5	40.2
Disabled	55	96.4	56.9	39.2	2.0	2.0	3.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	313	99.0	18.8	47.3	21.6	12.3	33.9
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	99.0	18.9	47.1	21.6	12.4	34.0
Socio-Economic Status							
Subsidized meals	230	98.7	23.3	52.1	19.1	5.6	24.7
Full-pay meals	83	100.0	6.5	33.8	28.6	31.2	59.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	101	99.0	12.1	36.4	46.5	5.1	51.5
	4	116	99.1	24.3	51.3	22.6	1.7	24.3
	5	102	98.0	15.0	51.0	32.0	2.0	34.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	105	99.1	9.8	39.1	45.7	5.4	51.1
	4	101	100.0	22.7	44.3	33.0	0.0	33.0
	5	107	100.0	29.4	41.2	26.5	2.9	29.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	101	99.0	13.1	61.6	22.2	3.0	25.3
	4	116	99.1	20.0	49.6	21.7	8.7	30.4
	5	102	98.0	16.0	47.0	28.0	9.0	37.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	105	99.1	9.8	55.4	26.1	8.7	34.8
	4	101	100.0	24.7	41.2	22.7	11.3	34.0
	5	107	100.0	26.5	43.1	12.7	17.6	30.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	105	99.1	25.0	42.4	18.5	14.1	32.6
	4	101	100.0	25.8	36.1	25.8	12.4	38.1
	5	107	100.0	46.1	27.5	5.9	20.6	26.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	105	97.1	4.3	51.1	31.5	13.0	44.6
	4	101	100.0	12.4	54.6	23.7	9.3	33.0
	5	107	100.0	37.3	37.3	10.8	14.7	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 590)				
First graders who attended full-day kindergarten	96.6%	Down from 100.0%	100.0%	100.0%
Retention rate	1.8%	Down from 2.8%	3.4%	3.0%
Attendance rate	95.0%	Down from 99.5%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.2%	Up from 8.9%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.6%	Up from 7.9%	3.6%	3.2%
Eligible for gifted and talented	9.3%	Down from 11.6%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.9%	Up from 7.8%	8.7%	8.2%
Older than usual for grade	0.8%	Down from 1.1%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 47)				
Teachers with advanced degrees	70.2%	Up from 46.9%	50.0%	52.6%
Continuing contract teachers	87.2%	Down from 93.9%	85.0%	83.3%
Highly qualified teachers	93.5%	Up from 93.3%	93.9%	93.5%
Teachers with emergency or provisional certificates	2.4%	Up from 2.1%	0.0%	0.0%
Teachers returning from previous year	91.1%	Down from 93.4%	86.4%	87.0%
Teacher attendance rate	91.5%	Down from 92.5%	94.9%	95.0%
Average teacher salary	\$41,364	Up 2.4%	\$41,364	\$41,703
Prof. development days/teacher	11.5 days	Up from 5.0 days	13.2 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.2 to 1	18.5 to 1	18.8 to 1
Prime instructional time	84.4%	Down from 91.4%	89.5%	89.8%
Dollars spent per pupil*	\$6,858	Down 3.1%	\$6,396	\$6,242
Percent of expenditures for teacher salaries*	65.2%	Up from 64.9%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 84.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.7%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-05 school year at Williams Memorial Elementary School was a tremendous success for everyone involved in supporting our school. We won the Palmetto Silver Award last year for making gains in student achievement. Our students made anywhere from 11% to 31% gains in all academic areas in all grade levels as measured on the 2004 PACT. We have implemented the MAP (Measures of Academic Progress) benchmarking system for students in grades 3-5. That benchmarking system gives us data that we can use 3-4 times per year to let us know how to adjust our instruction to meet our student's needs. Our students were able to attend many field trips that helped to solidify the curriculum standards they are working with in their classes. We are continuing with our "special class model" for our students who are in the GATE (Gifted and Talented Education) classes. We have piloted the use of the Descartes Learning Continuum in the creation and monitoring of IEPs (Individual Education Plans) for our special needs students. We are moving into our final year of our CSR (Comprehensive School Reform) sponsored ASP (Accelerated Schools Plus) initiative. We are continuing to utilize our Title I funds to support our curriculum specialist who works with all teachers, giving them strategies, model lessons and coaching to improve instruction. Teachers were able to attend local, state, regional and national conferences in order to train, network and improve the level of instruction in our student's classrooms. Our PTA, SIC, SAC (Student Advisory Council) and STAC (Staff Advisory Council) were active this year and continued to give input and support to our school. We are proud of everyone's accomplishments and we will continue to work hard to ensure that every child in our school receives the highest quality education and is given every opportunity to succeed.

Sincerely,

Charles Kirtley, Principal, WMES
James Frazier, Chairman, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	96	57
Percent satisfied with learning environment	93.0%	84.0%	87.3%
Percent satisfied with social and physical environment	79.5%	78.5%	79.6%
Percent satisfied with school-home relations	44.4%	82.8%	64.8%

*Only students at the highest elementary school grade level at this school and their parents were included.